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ABSTRACT

This curriculum guide presents both general information on K-12 social studies curriculum development and information specific to designing an 11th and 12th grade sociology curriculum. A foreword and preface describe Hamilton Township's (New Jersey) K-12 social studies program sequence, curriculum and instruction design criteria, and support services and resources. The first part of the guide includes information on equal educational opportunity policies; general outcomes and process goals; guidelines for selecting areas of study, scope and sequence, and learner/teacher materials; level outcomes and module content; the philosophy behind an interdisciplinary life skills social studies curriculum; a board of education philosophy of education; specific K-12 program goals; interrelated themes and goals; standard grading policy; high school measures code; secondary grading and reporting policies; and a social studies K-12 skills array. The second part of the guide focuses on an 11th and 12th grade sociology curriculum, giving a course description, information on scope and sequence, and information on objectives, strategies, resources, and evaluation in chart format. Unit topics include: an analysis of sociology methods, the meaning and nature of culture, marriage and the family, crime and deviance, education, and religion. The document concludes with a brief bibliography, glossary, and appendices on K-12 program design, social studies careers, and career education. (LH)

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Hamilton Township Schools

MERCER COUNTY, NEW JERSEY

Department of Curriculum and Instruction

SOCIOLOGY

Grades 11 & 12

ED245962

U.S. DEPARTMENT OF EDUCATION
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SO 015 722

Revised
July, 1983

This course of study/curriculum guide is to be used as a resource in terms of long-range (semester or year) and short-range (individual lesson) planning and as a guide for planbook completion.

The board-approved course of study contains objectives which must be addressed during the specific course. In addition, there are suggested strategies, resources, supplementary materials, and student evaluation components contained in this course of study; these components are provided as resources for the teacher.

TEXTBOOK UTILIZATION AND CURRICULUM

New textbooks or new editions of existing textbooks may be included in a revised course of study based on two criteria:

1 - the textbook in use is no longer available from the publisher.

2 - the textbook is an improvement or later edition of the existing textbook.

Textbooks are recommended based on a guideline that textbooks have an effective utilization period of seven years. The majority of new textbooks recommended for use in a new/revised course of study are intended to replace existing textbooks that are seven years old or older; however, if the existing textbook is the authoritative and/or the best source available, there is no need to recommend a new textbook or replace an acceptable textbook immediately (prior to seven years) with a recently-recommended textbook.

All new textbooks/textbook series will be approved at the February/March board meetings and announced to the principals via CI memo between April and June of each year. New textbooks will generally be implemented no sooner than one year after the September following textbook approval by the Board of Education. The exceptions to this adoption rate are: the principal/staff place a high priority on the purchase of the new textbook, the existing textbook is no longer available, and/or a new course (which requires a new text) is implemented.

In most cases, a revised course of study can be addressed by the existing text as well as the new textbook as long as the course of study and/or textbook approval indicates the book is capable of addressing the course of study.

SOCIOLOGY

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FOREWORD

"The problems of global interdependence have become operational facts of life for all Americans. We must develop an expanded civic literacy on global interdependence, a basic understanding of the forces at play in the world which now affect our lives so directly, in order to help Americans cope more effectively with the problems of interdependence". [1]

"A child born today will be faced as an adult, almost daily, with problems of a global interdependent nature, be it peace, food, the quality of life, inflation, or scarcity of natural resources. She/he will be both an actor and a beneficiary or a victim in the total world fabric and she/he may rightly ask: Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race?" [2]

1. Council of Chief State School Officers
2. Robert Muller, Director, United Nations Office for Inter-Agency Co-Ordination

PREFACE

In line with T & E law and the State Department of Education T & E code: the Office of Curriculum and Instruction has undertaken a number of innovations to improve the education of all of the students in Hamilton Township.

From 1977-79, the Social Studies area was earmarked for analysis assessment and development of the curriculum, instructional and evaluative guides, materials and practices. To implement this mission, a Social Studies Curriculum Development Committee was selected and given the task of developing and designing a K-12 Interdisciplinary Social Studies program and developing the 9-12 social studies program.

The K-12 program is a global perspective design. Education for a global perspective is any form of education or learning, formal or informal, that enhances the individual's ability to understand his or her condition in the community and the world. It includes the study of our own and other peoples', nations cultures and civilizations, with a focus on an understanding of how they are interconnected and how they change and the responsibility of the individual in this process. It provides the individual with a realistic perspective on world issues, problems and respects and an awareness of the relationship between an individual's enlightened self-interest and the concerns of people elsewhere in the world.

The title of the K-12 program is Social Studies Curriculum for Interdisciplinary Life - Skills Mastery on Spaceship Earth.

There are five levels in our program. Each represents an age range and a grade range. Each level has been given a unifying theme. These are as follows:

Level A - Age 5 yrs. - 8 yrs. grades K-2
Theme: On being a person

Level B - Age 8 yrs. - 11 yrs. grades 3-5
Theme: On being a member of the human family

Level C - Age 11 yrs. - 14 yrs. grades 6-8
Theme: On being a member of the human community

Level D - Age 14 yrs. - 16 yrs. grades 9-12
Theme: On being a member of a nation

Level E - Age 16 yrs. - 18 yrs. grades 9-12
Theme: On being a passenger of spaceship earth

MODULE: These are K-12 themes that go across the program and appear at every grade level in a format appropriate to the capabilities of the learner at that age/grade level.

Module represents:

a) the goals of the program
b) content generalizations to be learned
c) value attitudes to be clarified and/or generated
d) life-skills functioning

Module I Individual potential studies and experiences

Module II Human family studies and experiences

Module III Citizenship studies and experiences

Module IV Consumer studies and experiences

Module V Career studies and experiences

Module VI Ecology studies and experiences

Module VII Time studies and experiences

Design and Development Criteria

1.0 Curriculum Design Criteria

1.1 K-12 articulated sequence

1.2 Systematized, developmental continuous progress sequence of correlated generalizations/concepts; goals/objectives provided for student and/or teacher within the program or in a separate chart form. (e.g. simple to complex processes; concrete to abstract content). Refer to skills array pp. 1-11 goals p.xvi and program mission p.xii.

1.3 Content of social sciences (e.g. pyschology, social psychology, anthropology, political science, economics, geography) is organized according to interdisciplinary, interrelated student-relevant themes and topics and includes trans-disciplinary content and activities as well (e.g. English, Science, Art, Business Education).

1.4 Program themes/topics are student-centered problems, issues, concerns interests and content is shaped to appropriately meet the developmental needs and capabilities of age-level student addressed.

1.5 Program's texts, illustrations, pictures and other media provides an affirmative action representation of all students* and accurately depicts psycho-social realities, issues (e.g. Ecology; Energy; Personal, Social Political and Cultural Conflicts etc.)

*A cross section of all students includes: all ethnic cultures; all races; religions, socio-economic levels, geographic settings, interests and lifestyles.

1.6 Program's text illustrations and media provides accurate and up dated representation of transcultural (outside continental USA) concerns and comparisons encouraging global understanding and participation.

1.7 Program's content is focused on Present and Future; Past is used only to provide context and background for everyday living issues and futures planning of student's addressed.

1.8 Affective-based materials and experiences involving value clarification issued and skills appropriate to age-level students addressed.

1.9 Content and experiences which enable each student to explore a spectrum of career choices and to make wise decisions re: personal career choices.

2.0 Instructional Design Criteria

2.1 Inquiry and problem-solving strategies requiring active participation by students addressed.

2.2 Activities are developmentally systematized along a five phase continuum
(1) Exploration/awareness
(2) Investigation/
(3) Elaboration/production
(4) Action/implementation
(5) Reflection/contemplation

2.3 Multi-media activities are included as part of the tests and multi-media resources are included as part of the program appropriate to age-level student addressed.

2.4 Differentiated assignments and strategies (e.g. contracts; group work, learning packets; seminars; panels; independent projects, etc.) especially including mixed-managed and developed activities and experiences (e.g. student only; teacher only; teacher-student, other) are emphasized for meeting individual interests and capabilities and for encouraging active-classroom participation and interaction.

2.5 Goals/objectives are written from learner-base and include the product/process outcome to be achieved by student as well as the media/means to be used.

2.6 Provisions for instructional activities which involve processes and products utilization and development from other subject-matter areas (e.g. stories, novels, essays; art work; music; drama, dance; films and film-making, etc.) are included in the program.

2.7 Differentiated evaluation activities and instruments are provided for diagnosing prior student accomplishments and for assessing post student achievement.

3.0 Support Services and Resources

3.1 Services

3.11 Program developers provide on-site training for teachers and/or students of program materials/media.

3.12 Program developers provide needs assessment services and/or research services and evaluation services.

3.13 Program developers provide comprehensive and descriptive teacher materials for managing and/or developing the program (suggested activities; reference materials, position papers, etc.)

N.B. The program developers include the Curriculum Assistant for Social Studies, Testing and Evaluation Specialist, textbook vendors and audio-visual companies.

EQUAL EDUCATIONAL OPPORTUNITY

POLICY AND PRACTICES

The Hamilton Township Board of Education adopted on May 21, 1975 a policy on equal educational opportunity. The policy reads as follows:

> "That the policy of the Hamilton Township Board of Education is to promote an educational environment that will meet the needs and encourage the development of the abilities of each individual student to the extent of his/her potential within a system that provides equal educational opportunity for all."

The Hamilton Township Board of Education reaffirmed this on July 16, 1975. This policy has been developed and adopted in compliance with NJAC 6:4-1.3 and affirms also 6:4-1.5 School and Classroom Practices which indicate that:

A. No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

B. There shall be no deferential requirements for completion of course offerings or course of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

C. There shall be no discrimination against students because of pregnancy, child birth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status.

D. Students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

E. No course offering, including but not limited to physical education, health, industrial art, business vocational or technical courses, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex,ancestry, national origin, or social or economic status.

F. The athletic program, including but not limited to intramural, extramural and interscholastic sports, shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to ensure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

G. School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. When informing students about possible career, professional and/or vocational opportunities school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

T AND E GOALS

This course guide addresses the following T and E Outcome and Process Goals:

Process Goals

1. Instruction which bears a meaningful relationship to the present and future needs and interests of pupils.

2. Significant opportunities for students consistent with their individual needs and abilities to receive varied specialized and individualized educational experiences.

8. Various forms of constructive involvement with parents and the commumity.

Outcome Goals

1. To acquire basic skills in obtaining information, solving problems (including but not limited to Mathematics), thinking critically, and communicating effectively (including but not limited to Reading, Writing, Speaking, and Listening).

2. To learn and apply basic information in the areas of Science and Social Science.

3. To obtain information which will lead to active, informed citizenship.

6. To understand and respect the rights of others and to develop the ability to get along with others regardless of race, creed, color, national origin, ancestry, age, marital status, or sex of any individual.

ACKNOWLEDGEMENTS

The following staff members make up the Sociology Course Guide Committee:

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INTRODUCTION

Guidelines for selecting areas of study

Instruction shall provide a foundation for understanding the history, resources, development, and government of New Jersey and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues. Instruction in the area of study of social sciences shall also provide a foundation for understanding the wise decision-making and participation as an active and responsible member of human family and global community.

In addition, instruction in grades one through twelve shall include the history of Hamilton, New Jersey, USA; and a study of the role and contributions of Afro-Americans, Native Americans, Mexican Americans, Asian Americans, and other ethnic groups as well as the role and contributions of women from all groups in the economic, political, and social development of New Jersey and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

Areas of study may be used in kindergarten through grade twelve to develop sequentially the goals specified. Selection should be made from the following in each of the grade-level blocks:

Module 1 - Individual and Group Development
Module 2 - Ethnic Cultures within and outside the United States, Local, State and National Regions
Module 3 - American Heritage and Political Systems of the United States and the World
Module 4 & 5 - Economic Systems of the United States and the World
Module 6 - Natural Environment and Topography
Module 7 - Contemporary Issues

Guidelines for determining scope and sequence of units

In a determination of the scope and sequence of units in social science education, the guidelines to be adhered to are the following:

1. Concepts should be treated with increasing scope and complexity from grade level to grade level.
2. Areas of study should contribute to the development of positive moral values of the student.
3. Areas of study should contribute to the students' education for civic literacy and competence. Values of a democratic society such as majority rule, representative government, rule by law, and social justice should be included.
4. Society's needs dictate that critical issues (e.g., the roles of women, consumer problems, multiethnic understanding, personal identity) be consistently examined in terms of the past, present and future.
5. Areas of study dealing with American heritage, including state and local development, are essential.
6. Political values of various cultures should be examined together with a careful study of the nature and function of laws.

7. Economic concepts, terminology, institutions, methodology, relationships, and explanatory systems (models) should be introduced and related to social and political life and the wise use of the environment.
8. A wide range of occupational choices should be introduced.
9. Areas of study should include both historical and contemporary settings which allow for comparative and contrastive analysis.

Guidelines for learner materials development and/or selection

The requirements of the Code concerning the content of instructional materials shall be complied with in all instances. Those most crucial to the social sciences are as follows:

1. Instructional materials shall accurately portray the cultural and ethnic diversity of our society, including:
   a. The contributions of both men and women in all types of roles, including professional, vocational, and executive roles
   b. The role and contributions of Native Americans, Afro-Americans, Mexican Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of New Jersey and the United States.
   c. The role and contributions of the entrepreneur and labor in the total development of New Jersey and the United States
2. Instructional materials shall accurately portray, appropriately, our place in ecological systems and the necessity for the protection of the environment. In addition, they shall portray accurately and appropriately to age level of student the effects on the human system of the use of tobacco, alcohol, narcotics, restricted dangerous drugs, and other dangerous substances.
3. When appropriate to the comprehension of pupils, the Declaration of Independence and the Constitution of the United States should be available to students for study.
4. No instructional material shall reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.
5. Instructional materials shall be suited to the needs and comprehension of pupils at their respective grade levels. Such materials, shall be accurate, objective, and about current issues in light of past and future.
6. Among the purposes of supplementary instructional materials to be adopted shall be to provide for meeting and diverse educational needs of pupils reflective of a condition of cultural pluralism.

In addition to the requirements of the Code, criteria that shall apply are the following:

1. Materials shall motivate students to think critically and to use problem solving techniques. They should provide for differences in learning styles, interest, and achievement, include large group, small group and suggestions for independent study, and allow for research exhibits, field projects and events, etc.

2. Material shall be included which will ask the student to apply what has been learned to new situations and shall provide opportunity for decision making and for defense of a decision.
3. Material shall present varying points of view on major topics expressed by different authorities and students and adults. Primary and secondary sources should be included.
4. Different methods of analysis of controversial issues shall be provided. Study of present-day critical issues.
5. Instructional materials should be included of an aspirational nature, focusing on our American heritage in commemoration of the bicentennial anniversary of our nation.
6. Materials should include clarification and investigation of positive human development and ethical values as exemplified in the lives and struggles of men and women in a variety of cultural situations.
7. Instructional materials shall be presented in many forms: expository, adversary, biographical, autobiographical, maps and graphs, case studies, stories, dramatic presentation, music, art, recordings, film, film loops, film strips, video tapes, transparencies, simulated games, manipulative materials, simulated artifacts, globes, and other materials.
8. When appropriate, visual material shall use metric measures.
9. Materials should be included that are related to other curricula.
10. Illustrations shall be adequate, appropriate, authentic, current, and related to content.
11. Materials shall be durable, aesthetic, and appropriate for the intended use. Auditory materials shall be high fidelity material. Speakers should represent male and female adult as well as children's voices. An appropriate rate of speech and accurate information should be used.

Teacher materials

Teacher materials shall include:

1. Outline of learning experiences for each level module and units and the relationship of the learning experience to concept and skill development.
2. Outline of pupil activities to generate interest and assure active participation in each unit.
3. Various teaching strategies to aid in concept and skill development.
4. Supplementary data and background information, i.e., content, skills, values.
5. Methods of evaluating pupil progress.

K-12 Program Mission
Level Outcomes and Module Content
Generalizations and Goals

This page identifies how the social studies teachers will view the child at each level of progress through the school program.

Program Mission: To facilitate via instructional media and experiences the on-going, self-actualizing process of each student in ways appropriate to each student's needs as a member of the human family, as a member of selected groups; as a unique person.

Level A: On Being a Person (grades K-2).
A Outcomes: (1) Positive self concept within diverse ecological and cultural settings. (2) Positive interpersonal relationships with significant others in diverse cultural settings.

Level B: On Being a Member of the Human Family (grades 3-5).
B Outcomes: (1) Positive group membership and activities within local diverse cultural and ecological settings. (2) Positive interpersonal relationships with individuals of diverse cultures/social class in a variety of settings.

Level C: On Being a Member of the Human Community (grades 6-8).
C Outcomes: (1) Positive civic membership and activities within local community's diverse cultural and ecological settings. (2) Positive community responsibility as related to global communities.

Level D: On Being a Member of a Nation (grades 9-12).
D Outcomes: (1) Positive membership as a USA citizen within diverse national and international cultural and ecological settings.

Level E: On Being a Voyager on Spaceship - Earth (grades 9-12).
E Outcomes: (1) Positive membership and activities within international and interplanetary cultural and/or ecological settings.

SOCIAL STUDIES CURRICULUM FOR INTERDISCIPLINARY LIFE SKILLS MASTERY

SSCILS PHILOSOPHY

I. CURRICULUM

T&E RELATED: The criteria of the T&E code will be the final measure for deciding the success of the design until field testing incicates otherwise.

A CONTINUOUS PROGRESS PROGRAM: The content skills and values are so sequentially developed that continuous progress and mastery is possible for the learner if there is an appropriate teaching plan and appropriate materials.

PERSONALIZED AND HUMANISTIC CONTENT: Themes and topics selected are directed to people issues and problems. The content included is to help the learner develop a knowledge base which will help in wide decision making and successful problem solving.

INTERNATIONALLY SCOPED CONTENT: A shrinking world of diminishing resources and increasing pollution and strife requires open-minded attitudes toward a One-World Human Family Perspective; and yet always vigilant in regards to national interests and security.

INTERDISCIPLINARY CONTENT: The content of the social studies as well as the other subject matter areas such as English, Math, etc. is organized within seven module themes (see design) over five development levels (see design).

II. INSTRUCTION

ACTIVE PARTICIPATORY PROCESSING SYSTEM: A multi-dimensional instructional system including the following: multi-setting, inside the school and community; multi-strategies, inside the classroom, school and community; multi-media, inside the classroom, school and community.

INQUIRY BASED PROCESSES: These processes are learned and demonstrated as part of the program. They result in learner conducted investigations and reporting.

PRODUCTION BASED PROCESSES: These processes are learned and demonstrated as part of the program. They result in learner-generated products and projects.

CONTEMPLATION BASED PROCESSES: These processes are learned and demonstrated as part of the program. They result in learner conducted evaluations and reflections.

III. TEXTBOOK AND MATERIALS:

PROGRAMS INCORPORATE MEDIA: The design of the program provides the K-12 continuity (modules) and not the textbook. The learner "travels" within the program using the textbook and related material as resources.

MULTI-LEVEL MATERIAL: The individual differences of learners' such as: interest, needs capabilities, learning styles require that we have text materials at various reading levels and reflecting a range of interest within the same classroom.

MULTI-VARIED MATERIAL: The inquiry approach which we are using in our program requires that a variety of texts and other media be used to insure that the learner is exposed to all points of view regarding any issue and that he is capable of processing different kinds of materials in achieving that end.

IV. EVALUATION

ON-GOING AND MULTI-DIMENSIONAL: Evaluation in this program takes the forms of diagnosing as well as assessing; it is frequent and for short range as well as long range purposes; it involves a greater variety of measures such as: personal preferences, personal interests, levels of needs and for a greater variety of assignments; evaluation helps us describe the learner in order to prescribe for him or her. Self-evaluation and peer-evaluation as well as professional evaluation should be part of the program.

V. ADMINISTRATION

The support of the central office and building level administrators is essential in order to have a functional and successful social studies curriculum program. Supportive services would be required in the following areas: recruitment of staff, evaluation of teachers based on curriculum and instruction, teacher scheduling, student scheduling, budgeting for equipment, supplies and staff, and teacher in-service dealing with the program of studies. It is hoped that a democratic decision making process employing advice and consent would be employed.

BOARD OF EDUCATION POLICY NO. 101

PHILOSOPHY OF EDUCATION

We believe that in order to serve the needs of a rapidly growing community, we must prepare our students to be well-rounded individuals who are able to cope with the complex problems of our society.

In order to do so we believe the identification of individual differences plus the development of the potentialities of each individual is basic to our educational planning.

In addition to our fundamental task of developing our students to their full capacity, academic as well as other areas, we feel we must also produce students who are capable of self-direction and whose behavior is acceptable to society. As a citizen, each student must be prepared to protect, to live in, and to contribute to our democracy.

Furthermore, we believe the school program should be relevant to our changing society. We must consider, not only the ever-changing occupational fields and social concerns, but also the students' personal needs in life.

Required in achieving the goals for our school system is a high calibre, well-prepared staff of adequate size and wide-ranging abilities. It is also recognized that students and staff can only reach their full potential when there are adequate educational supplies, equipment, buildings, and grounds. It is the intent of the Board to provide the materials and facilities that needs dictate and means permit.

Date Adopted: 10/15/75
Date Revised:

SOCIAL STUDIES PROGRAM

K-12 Goals

The goals of a program summarize its philosophy and expectations. They should represent all of the social studies: anthropology, economics, geography, history, political science, psychology and sociology. The goals for our program are as follows:

T & E Process		T & E Outcome
1	1. To learn to recognize the interconnection between one's own life, one's society and major global concerns such as enviroment, population, resources and human rights.	2,3,6
1	2. To develop an understanding of basic human commonalities, at the same time recognizing the importance of individual and cultural differences in a heterogeneous society.	2,3,6
1,2	3. To acquire an ability to respond constructively and flexibly to local, national and global events.	1,2,3
1,2,8	4. To develop skills in acquiring, processing and reporting information.	1
1	5. To explore values relating to self, to family, to other people, to the natural environment, and to uncertain changes in everyday living	2,3,6
1,2	6. To develop map, graph, table, chart skills, language acquisition and reading ability needed to study the world.	1,2
1,2,8	7. To develop students' awareness of their own values and attitudes as well as those of others to prepare them for active participation as citizens of a democracy.	2,3,
1,2,8	8. To develop activities that encourage both group cooperation and independent work habits.	1,3,6
1,2,8	9. To develop positive attitudes and values toward the world of work.	2,3
1	10. To develop understanding that change is continual and that the present is linked with the past.	2
1	11. To demonstrate the dependence of people upon one another within the global community.	2,3,6
1	12. To recognize the importance of possible social consequence of the economic decisions of production, distribution, consumption and exchange.	2,3
1,2,8	13. To acquire a background of historical information about the growth and development of Hamilton Township, the state of N.J. and the United States.	2,3
1,2,8	14. To become acquainted with the nations and geographic areas of the world: their geography, history, resources, peoples and cultures.	2,6
1,2,8	15. To instill in pupils a sense of social responsibility and a regard for good human relationships.	2,3,6
1,2,8	16. To develop the critical-thinking abilities of pupils through a variety of activities that help them to see relationships, draw conclusions, arrive at understandings, and acquire decision making skills.	1

INTER-RELATED THEMES + GOALS

Theme 1. Individual Potential Development and Experiences
Program Goals: (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)

Theme 2. Group Potential Development and Experiences
Program Goals: (2, 3, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16)

Theme 3. Citizenship Potential Development and Experiences
Program Goals: (1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16)

Theme 4. Consumer Potential Development and Experiences
Program Goals: (1, 3, 5, 6, 9, 10, 11, 12, 14, 15, 16)

Theme 5. Career Potential Development and Experiences
Program Goals: (1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16)

Theme 6. Ecological Potential Development and Experiences
Program Goals: (1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16)

Theme 7. Human Perspectives Development and Experiences
Program Goals: (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)

T AND E STANDARDS -
Grading Policy/Procedure

COURSE OF STUDY STANDARDS AND MEASURES

The standard for this course is that 75 percent of the students will achieve minimum competency in the skills/competencies/concepts contained in the course of study.

The attainment of this minimum competency will be measured through the use of at least the following measures of achievement:

1. Teacher made achievement tests (objective and essay)
2. Teacher made rating scales and checklists
3. Absences

The basis for the development of standards and measures for this course of study is contained in the Thorough and Efficient (T & E) code:

6:8-3.23 District and School Educational Objectives and Standards

(a) Written educational objectives and standards for the educational program (curriculum), based upon district and school goals, shall be developed in consultation with teaching staff members under the direction of the chief school administrators.

During the 1979-1980 school year, teaching staff members, administrators, and supervisors were involved in the development of a standard for each course of study and the identification of measures that would determine if that standard has been met.

The standard is a district-wide goal that attempts to identify expected student outcomes on a yearly basis. The standards and measures for this course of study can be modified from year to year based on input from teaching staff and administrators.

The standard is not applied to an individual teacher, a specific class of students, or a specific school. The standard will reflect a compilation of student minimum competencies for all schools in the district that offer this course. The standard and measures will be used to evaluate the district's program for this course as outlined in the T & E code:

6:8-3.7 Evaluation of Pupil Progress

(a) Evaluation procedures shall be developed and implemented to provide for the continuous comprehensive review of pupil progress for district and school goals and program objectives. The evaluation shall be conducted by teaching staff members under the direction of the chief school administrator and should include consultation with parents or guardians and pupils. District evaluation results shall be reported annually by the chief school administrator to the district board of education at a public meeting.

HAMILTON TOWNSHIP SCHOOLS

Department of Curriculum and Instruction

EXPLANATION OF MEASURES CODE - HIGH SCHOOL

A-1 - Standardized achievement and ability tests, the scores which allow inferences to be made regarding the extent to which cognitive objectives concerned with knowledge, comprehension, understanding, skills and applications have been attained.

B-4 - Self-evaluation measures: student's own reports on his/her perceived or desired level of achievement, on his/her perceptions of his/her personal and social adjustment and his/her future academic and vocational plans.

B-5 - Teacher-devised projective devices such as casting characters in the class play, role playing and picture interpretation based on an informal scoring model that usually embodies the determination of frequencies or the occurrence of specific behaviors or ratings of their intensity or quality.

B-6 - Teacher-made achievement tests (objective and essay), the scores on which allow inferences regarding the extent to which specific instructional objectives have been attained.

B-7 - Teacher-made rating scales and checklists for observation of classroom behaviors; performance levels of speech, music and arts, manifestation of creative endeavors, personal and social adjustment and physical well-being.

C-1 - Absences: full-day, half-day, part-day and other selective indices pertaining to frequency and duration of lack of attendance.

C-5 - Assignments: numbers and types completed with some sort of quality rating or mark attached.

C-33 - Skills: demonstration of new or increased competencies such as those found in physical education, crafts, homemaking and the arts that are not measured in a highly-valid fashion by available tests and scales.

Your principal will provide the standards and measures for your specific teaching assignment.

OFFICE OF THE ASSISTANT SUPERINTENDENT
FOR INSTRUCTIONAL SERVICES

HAMILTON TOWNSHIP SCHOOLS

GUIDELINE MEMORANDUM AS-512.4

TO: ALL ADMINISTRATORS

FROM: R. L. CALLAHAN RLC

SUBJECT: GRADING AND REPORTING PROCEDURES K-12

DATE: JULY 19, 1983

The procedures outlined in this guideline are a result of recommendations made by a District Grading and Reporting Committee chaired by Mr. Karl Riemann, Curriculum Assistant for Guidance and Counseling and a subsequent review by the Directors, Coordinators and Building Principals. Specific instructions, based on these guidelines, will be issued by the appropriate Directors and Coordinators.

1. PHILOSOPHY OF GRADING AND REPORTING

"Grades are an evaluation of an individual's progress, not a judgment of a pupil's character or personality. Grades are not to be used as a method of reward or punishment. Grades are used to report educational progress and achievement to the pupils and their parents/guardian, to perspective employers, post graduate educational authorities, and to aid the pupils and their advisors in planning their future educational program."

This philosophy is adopted from the policy statement of the Board of Education, Hamilton Township No. 510. (see below)

Rationale - A need for understanding of what grades measure is necessary for their appropriate use and interpretation by teachers, parents, students and administrators.

Board of Education Policy No. 510

GRADING

The Board believes that pupil progress is primarily a matter of professional judgment, therefore, intelligent administration of grades requires uniform understanding and agreement on their purposes and the uses made of them.

Grades are legitimately used to:

a. Report educational progress and achievement to the pupil and his parents.

b. Report educational progress and achievement to prospective employers and post-graduate educational authorities.

c. Aid the pupil and his advisors in planning his future educational program.

Grades are not to be used as a method of reward or punishment. They are an evaluation of an individual's progress, not a judgment of a pupil's character or personality.

The building principal after consultation with the teacher, if available, shall have the authority to change a pupil's grade(s) with the approval of the Superintendent.

Date Adopted: 10/15/75
Date Revised: 7/18/79

2. GRADING STANDARDS

"Students shall be graded compared to a fixed standard except when a student is judged not able to achieve the fixed standard. In those cases, students shall be graded according to how well they are meeting their prescribed educational needs and adjusted standards shall be reported."

Rationale - Grades always involve comparisons, none of which are perfect. Fixed standards remain constant from teacher to teacher, school to school. These fixed standards are the objectives, standards, or skills that are listed in the curriculum guides of the district. In some cases, it will be necessary to rewrite standards, skills, or objectives in those guides where deemed inappropriate. For those students who have been identified as not being able to meet the fixed standards, more realistic individual standards must be devised to reflect their educational needs. Grading for these students must be based on these special standards to avoid consistent failure.

3. GRADING SCALE

"Letter grades shall be used to report an individual's progress and these letters should be consistent across all grade levels as follows:

A - Excellent -- This mark is earned by the student who consistently demonstrates outstanding scholarship and performance.

B - Above Average -- This mark is earned by the student who consistently demonstrates above average scholarship and performance.

C - Average -- This mark is earned by the student who demonstrates satisfactory scholarship and performance.

D - Below Average -- This mark is earned by the student whose scholarship and performance is less than satisfactory and there is evidence of some minimum competence.

F - Failure -- This mark is earned by the pupil whose scholarship and performance does not meet minimum course requirements.

Special Grades or Symbols to be Used

P - Passing -- This passing mark is earned by the student whose efforts and attitudes warrant the attainment of course credits although their scholarship is so far below average that in the subject area concerned they would otherwise be considered as failing. (Note: This mark is not to be used for "A" Level courses at the high school level.) It is designed for students with learning problems and requires administrative approval. This grade is used at the elementary level by the classroom teacher who has students receiving special instruction because they cannot meet the standards of the course. In this case, the special teacher will provide an additional report to the parents as an enclosure in the report card that will show their progress toward the prescribed objectives.

X - AB - Absent -- This grade is used with high school (9-12) level courses to indicate that the student has not been in attendance sufficient number of days for grading as per the attendance policy of the Board. (Note: X is used on the high school report cards only because the computer cannot make a double letter entry.

M - Medical -- This symbol is to be used for the students who cannot meet course requirements due to medical reasons.

I - Incomplete -- This symbol is used on the high school report cards (9-12) to indicate that a grade will be given when certain requirements are met.

W - Withdrew -- This symbol is used with high school (9-12) level courses when a student withdraws from a class in progress.

For those courses and areas where current policy prescribes grading other than A, B, C, D, P, F it is recommended the following symbols be used:

O - Outstanding -- Demonstrates superior performance.

S - Satisfactory -- Demonstrates adequate performance.

I - Improving -- Progressing toward satisfactory performance.

N - Needs Improvement -- Demonstrates less than satisfactory performance.

U - Unsatisfactory -- Demonstrates unacceptable performance.

N/A - Not Applicable or Not Evaluated -- This symbol means the criterion does not apply or is not evaluated at this time.

Rationale - The purpose of grades is to report clearly to parents, students, teachers and other institutions a pupil's progress. To use some letters at one level to mean one thing and at another level to mean another defeats this purpose.

4. LETTER GRADES

"Letter grades shall be placed on all tests, papers and quizzes returned to students, sent home to parents or retained in files for conferences."

Rationale - A fixed conversion of a percentage to a letter grade is subject to many uncontrolled variables and therefore unrealistic and misleading. Letter grades are universally understood and should be placed on tests, papers, and quizzes. However, if percentages or other symbols are used and placed on a paper, these numbers or symbols should always be accompanied by a letter grade.

5. CITIZENSHIP AND BEHAVIOR

"Citizenship and behavior, while not part of a grade, should be communicated."

Rationale - This information is helpful in understanding the child's total progress and should be communicated through other means, many of which are already in place. All grade levels use letters, detentions, phone calls and teacher notes. On the elementary level, work habits and social growth are sent home and parental conferences are held on a formal basis twice a year. At the middle school level, comments are on the report cards and reports of unsatisfactory academic progress are also used. Finally at the high school level, deficiency reports are given to the students to take home. Both the middle and high school levels have parent conferences on an as needed basis.

6. ATTENDANCE - HIGH SCHOOL 9-12

"The attendance policy in high school level courses should be consistent in their interpretation and application throughout the district."

Rationale - For high school level courses, attendance has been addressed by the Administrative Code which states: "District boards of education shall establish pupil attendance requirements appropriate to each of the particular educational programs."

(NJAC 6:8-42(d) 2) This requirement is described to effectively deal with chronic absentees and truants and is established to describe the minimum number of days in attendance in order to receive a passing grade in the subject area. (Guidelines for high school graduation requirements, July 1980 page 14.)

7. GRADING AND EXPLORATORY COURSES - ELEMENTARY AND MIDDLE SCHOOL

"The exploratory/cycle, courses at the middle school level and the exploratory/resource courses at the elementary school level shall continue to be graded O, S, I, N, U, N/A as appropriate at each of the levels."

Rationale - To attach letter grades for pupil motivational purposes would jeopardize the exploratory emphasis intended for these courses. Effective teacher instructional techniques and not grades continue to be strongly urged as motivational tools in these courses.

8. FINAL EXAMINATIONS - SENIOR HIGH SCHOOL, GRADES 9-12

"Final examinations at the high school level should carry a weight of twenty percent or 1/5 of the final grade average for each course."

Rationale - For examinations to be significant, a weight of twenty percent is necessary. These examinations shall reflect the fixed standards of the course, and shall be developed at the building level in 1983-84, but district wide by department beginning in 1984-85. (See Guideline AS-514.2 for details)

9. FINAL AVERAGES - ELEMENTARY SCHOOLS

"At the elementary level, final averages shall be placed on the report cards and the use of the secondary trend concept for averaging shall be used."

Rationale - Because final averages are recorded on the permanent record, they shall also be reported to parents and students. Also, there is a need for a uniform system to arrive at the final average.

Computation of Final Average K-12

Averaging Procedures

Letter grades are converted to the following numerical values:

A: 4 B: 3 C: 2 D: 1 P: 1 F: 0

The total numerical value divided by the number of marking periods used equals the numerical value of the final average.

The following scale is used to convert quotients to final averages:

more than 3.5	= A
more than 2.5 but less than 3.5	= B
more than 1.5 but less than 2.5	= C
more than 0.5 but less than 1.5	= D*
less than 0.5	= F

For quotients of 3.5, 2.5, 1.5, and 0.5 the trend of the final semester will determine the final average mark.

*If "P" is predominant or is the final mark of a semester course it will be the final average mark.

Any pupil who fails more than half the individual marking periods will fail for the year.

(Examples follow)

Full Year Courses:	Final Avg. Mark
1. C C C B 2 2 2 3=9; 9÷4 = 2.25	C
2. C B C B 2 3 2 3=10; 10÷4 = 2.5	B(Trend)
3. C B B C 2 3 3 2=10; 10÷4 = 2.5	C(Trend)
4. B F F F 3 0 0 0=3	F(More than half
5. D D D F=3; 3÷4 = .75	**D

Semester Courses:	Final Avg. Mark
1. A C 4 2=6; 6÷2 = 3	B
2. C B 2 3=5; 5÷2 = 2.5	B(Trend)
3. F P 0 1=1; 1÷2 = 0.5	P
4. C F 2 0=2; 2÷2 = 1.0	**D

**Any pupil who fails the final marking period MAY be failed for the year. This rule is to be applied only to those pupils who fail because of a deliberate lack of effort. All failures under this rule must have the approval of the administration and the pupil and his parents should have had prior notice in time to take corrective action.

RLC/vl:GUIDE2

SKILLS ARRAY

The following skills array indicates the skills that are included in our social studies program K-12.

Each teacher will be provided with a copy of the complete skills array so that he/she may see at which grade level a skill is introduced.

In grades 9-12, no additional skills are introduced. Teachers in grades 9-12 are expected to continue reinforcement of all skills that have been previously introduced but not mastered.

PART ONE

Skills Which Are a Definite but Shared Responsibility of the Social Studies

("X" indicates suggested introduction of skill through planned readiness experiences)

	K	1	2	3	4	5	6	7	8	9	10	11	1
I. Locating Information													
A. Work with books													
1. Use title of books as guide to contents	x												
2. Use table of contents		x											
3. Alphabetize		x											
4. Use index				x									
5. Use title page and copyright date				x									
6. Use glossary, appendix, map lists, illustration lists				x									
7. Distinguish between story books and factual books		x											
8. Choose a book appropriate for the purpose	x												
B. Find information in encyclopedias and other reference books													
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references				x									
2. Use reference works, such as World Almanac, atlases, Who's Who, Stateman's Yearbook					x								
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter; according to second and third letters				x									
2. Use guide words				x									
3. Learn correct pronunciation of a word				x									
4. Understand syllabication				x									
5. Choose the appropriate meaning of the word for the context in which it is used				x									
D. Read newspapers, magazines, and pamphlets with discrimination													
1. Recognize these materials as sources of information about many topics, especially current affairs		x											
2. Select important news items				x									
3. Select from these sources material that is pertinent to class activities			x										
4. Learn the organization of a newspaper and how to use the index				x									
5. Learn about the sections of the newspaper				x									
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets						x							

	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Know how to find material in a library both school and public													
1. Locate appropriate books			x										
2. Use book card		x											
3. Use the card catalog to learn that													
a. A book is listed in three ways--by subject, by author, and by title				x									
b. All cards are arranged alphabetically				x									
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf				x									
d. Some author cards give more information than the title or subject card				x									
e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation is provided				x									
f. The Dewey Decimal System is a key to finding books					x								
4. Use the Reader's Guide to Periodical Literature and other indexes							x						
F. Gather facts from field trips and interviews													
1. Identify the purpose of the field trip or interview	x												
2. Plan procedures, rules of behavior, questions to be asked, things to look for	x												
3. Take increasingly greater initiative in the actual conduct of the field trip or interview			x										
4. Evaluate the planning and execution of the field trip or interview				x									
5. Find acceptable ways to open and close an interview					x								
6. Express appreciation for courtesies extended during the field trip or interview	x												
7. Record, summarize, and evaluate information gained	x												
G. Knowing how to find, use and create A-V material													
1. Locate appropriate source material			x										
2. Use the appropriate guide				x									
3. Develop understanding that a resource may be available in several media, e.g.													
a. Printed materials	x												
b. Pictures	x												
c. Charts	x												
d. Models	x												
e. Films/filmstrips	x												
f. Records	x												
g. Tapes	x												
h. T.V. and radio	x												

	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Ability to operate equipment and maintain A-V equipment		x	x	x	x	x	x	x	x				
5. Develop skills in creating A-V materials, e.g.													
a. Charts	x	x	x	x	x	x	x	x	x				
b. Transparencies				x	x	x	x	x	x				
c. Models	x	x	x	x	x	x	x	x	x				
d. Filmstrips					x	x	x	x	x				
e. Slides					x	x	x	x	x				
f. Tapes	x	x	x	x	x	x	x	x	x				
H. Use maps and globes in developing geographic skills (See Interpreting maps and globes, Part Two, Section III.)													
II. Organizing Information													
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source					x								
B. Select the main idea and supporting facts					x								
C. Compose a title for a story, picture, graph, map or chart		x											
D. Select answers to questions from material heard, viewed, or read		x											
E. Take notes, making a record of the source by author, title, page						x							
F. Classify pictures, facts, and events under main headings or in categories		x											
G. Arrange events, facts, ideas in sequence	x												
H. Make simple outlines of material read, using correct outline form						x							
I. Write a summary of main points encountered in material				x									
J. Make a simple table of contents			x										
K. Make a bibliography					x								
III. Evaluating Information													
A. Distinguish between fact and fiction	x												
B. Distinguish between fact and opinion				x									
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						x							
D. Consider the source of information			x										

	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Examine reasons for contradictions, or seeming contradictions, in evidence						x							
F. Examine material for consistency, reasonableness, and freedom from bias							x						
G. Recognize propaganda and its purposes in a given context								x					
H. Draw inferences and make generalizations from the evidence		x											
I. Reach tentative conclusions	x												
IV. Acquiring information through reading													
A. Skim to find a particular work, get a general impression, or locate specific information				x									
B. Read to find answers to questions		x											
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas					x								
D. Select the statements that are pertinent to the topic being studied					x								
E. Make use of italics, marginal notes, and footnotes to note emphasis by author					x								
F. Consciously evaluate what is read, using the approaches suggested in Section III above						x							
V. Acquiring information through listening and observing													
A. Listen and observe with a purpose	x												
B. Listen attentively when others are speaking	x												
C. Identify a sequence of ideas and select those that are most important			x										
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information				x									
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation				x									
F. Reserve judgment until the speaker's entire presentation has been heard								x					

	K	1	2	3	4	5	6	7	8	9	10	11	12
G. Take notes while continuing to listen and to observe						x							
H. Analyze video and audio presentations, e.g. films, pictures, models, exhibits, and other graphic materials concerned with social studies topics						x							
VI. Communicating orally and in writing													
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	x												
2. Choose the appropriate word	x												
3. Pronounce words correctly and enunciate clearly	x												
4. Talk in sentences	x												
5. Prepare and use notes in presenting an oral report			x										
6. Keep to the point in all situations involving oral expression	x												
7. Develop self-confidence	x												
8. Exchange ideas through discussion (either as leader or participant)	x												
9. Respect limitations of time and the right of others to be heard	x												
B. Write with clarity and exactness													
1. Collect, evaluate, and organize information around a clearly defined topic (See I-V above)					x								
2. Write independently, avoiding copying from references					x								
3. Give credit for quoted material				x									
4. Include a bibliography to show source of information					x								
5. Include footnotes when necessary							x						
6. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work		x											
7. Proofread and revise			x										
VII. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial material													
1. Recognize these materials as sources of information		x											
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation							x						
3. Note and describe the content of the material, both general and specific	x												
4. Interpret by applying related information, and use the material as one basis for drawing conclusions		x											

	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Interpret cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							x						
2. Note and interpret common symbols used in cartoons						x							
C. Study graphs and tables													
1. Understand the significance of the title				x									
2. Determine the basis on which the graph or table is built and the units of measure involved				x									
3. Interpret the relationships shown				x									
4. Draw inferences based on the data					x								
D. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)			x										
E. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources			x										
VIII. Working with others													
A. Respect the rights and opinion of others	x												
B. Understand the need for rules and the necessity for observing them	x												
C. Take part in making the rules needed by the group	x												
D. Accept the role of leader or follower, as the situation requires	x												
E. Profit from criticism and suggestions	x												
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort	x												
G. Use the rules of parliamentary procedure when needed									x				

PART TWO

Skills Which are a Major Responsibility of the Social Studies

	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Reading social studies materials													
A. Understanding an increasing number of social studies terms		x											
B. Learn abbreviations commonly used in social studies materials				x									
II. Applying problem-solving and critical-thinking skills to social issues													
A. Recognize that a problem exists	x												
B. Define the problem for study	x												
C. Review known information about the problem	x												
D. Plan how to study the problem	x												
E. Locate, gather, and organize information (for detailed analysis, see Part One, Section I)			x										
F. Interpret and evaluate information (for detailed analysis, see Part One, Section III)			x										
G. Summarize and draw tentative conclusions			x										
H. Recognize the need to change conclusions when new information warrants			x										
I. Recognize areas for further study			x										
J. Use problem-solving techniques in meeting personal and societal problems				x									
II. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal directions in classroom and neighborhood		x											
2. Use intermediate directions, as southeast, northwest				x									
3. Use cardinal directions and intermediate directions in working with maps				x									
4. Use relative terms of location and direction as near, far, above, below, up, down	x												

	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection		x											
6. Understand the use of the compass for direction			x										
7. Use the north arrow on the map			x										
8. Orient desk outline, textbook, and atlas maps correctly to the north			x										
9. Use parallels and meridians in determining direction				x									
10. Use different map projections to learn how the pattern of meridians and that of parallels differ							x						
11. Construct simple maps which are properly oriented as to direction		x											
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and on a globe		x											
2. Recognize land and water masses on a globe and on a variety of maps--physical-political, chalkboard, weather maps, etc.		x											
3. Identify, on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands				x									
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations				x									
5. Relate low latitudes to the equator and high latitudes to the polar areas				x									
6. Interpret abbreviations commonly found on maps				x									
7. Use map vocabulary and key accurately					x								
8. Use longitude and latitude in locating places on wall maps					x								
9. Use an atlas to locate places					x								
10. Identify the time zones of the World and relate them to longitude							x						
11. Understand the reason for the International Date Line, and compute time problems of international travel								x					
12. Consult two or more maps to gather information about the same area				x									
13. Recognize location of major cities of the world with respect to their physical setting				x									
14. Trace routes of travel by different means of transportation		x											
15. Develop a visual image of major countries, land forms and other map patterns studied			x										
16. Read maps of various types which show elevation				x									
17. Understand the significance of relative location as it has affected national policies						x							
18. Learn to make simple sketch maps to show location			x										

	K	1	2	3	4	5	6	7	8	9	10	11	12
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	x												
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood		x											
3. Compare actual length of a block or a mile with the size shown on a large-scale map				x									
4. Determine distance on a map by using a scale of miles				x									
5. Compare maps of different sizes of the same area				x									
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					x								
7. Compute distance between two points on maps of different scale					x								
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes				x									
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale						x							
10. Develop the habit of checking the scale on all maps used				x									
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map		x											
2. Learn to use legends on different kinds of maps			x										
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents				x									
4. Study color contour and visual relief maps and visualize the nature of the areas shown			x										
5. Interpret the elevation of the land from the flow of rivers						x							
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols			x										
7. Use all parts of a world atlas							x						
E. Compare maps and draw inferences													
1. Read into a map the relationships suggested by the data shown, as the factors in the location of cities				x									
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data						x							

	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand					x								
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe							x						
5. Use maps and the globe to explain the geographic setting of historical and current events						x							
6. Read a variety of special purpose maps and draw inferences on the basis of data drawn from them and from other sources				x									
7. Infer man's activities or way of living from physical detail, and from latitude				x									
IV. Understanding time and chronology													
A. Develop an understanding of the time systems and their calendars													
1. Learn to tell time by the clock		x											
2. Use names of the days of the week in order		x											
3. Use names of months in sequence		x											
4. Use calendar to find dates of special events and to determine length of time between important dates			x										
5. Associate seasons with particular months in both northern and southern hemispheres					x								
6. Understand the relation between rotation of the earth and day and night		x											
7. Understand the system of time zones as related to the rotation of the earth							x						
8. Understand the relation between the earth's revolution around the sun and a calendar year				x									
9. Accumulate some specific date-events as points of orientation in time						x							
10. Comprehend Oriental, Islamic, Judaic, systems of chronology-(Ex.B.C and A.D.)							x						
11. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite time concepts as second, minute, yesterday, decade, century		x	x	x									
b. Use indefinite time concepts as past, future, long ago, before, after, meanwhile	x	x	x										
12. Acquire a sense of prehistoric and geological time							x						
13. Learn to translate dates into centuries							x						

B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.		x											
2. Learn to arrange personal experiences in order		x											
3. Comprehend sequence and order as expressed in first, second, third, etc.		x											
4. Learn to think of the separation of an event from the present in numerical terms					x								
5. Learn to figure the length of time between two given dates					x								
6. Understand differences in duration of various historical periods							x						
7. Understand and make simple time lines					x								
8. Use a few "cluster" date-events to establish time relationships among historic events						x							
9. Learn to relate the past to the present in the study of change and continuity in human affairs							x						
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								x					

COURSE DESCRIPTION

People have learned to release the power of the atom. People have learned to control crippling diseases. However, there is a disquieting question: Have people learned to understand and control their own behavior as effectively as they understand and control the forces of nature?

The course is an elective for juniors and seniors designed to:

1. To help the students develop an awareness of the complexities of human behavior.

2. To understand the relationship of the socialization process to one's own self concept.

3. To re-enforce the values of our own society.

4. To challenge the students to examine social behavior.

Scope and Sequence

Unit I	What is Sociology?
Unit II	Meaning and Nature of Culture
Unit III	Marriage and the Family
Unit IV	Crime/Deviance
Unit V	Education
Unit VI	Religion

ACTIVITY/ CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT EVALUATION
	Unit I What is Sociology?			
1.1	The student will explain how the social scientist scientifically studies social behavior, problems, and questions.	Group work to identify advantages/disadvantages of techniques used. Library assignment: Find a study, note technique and findings.	Text: Study of Human Relationships, Chapter 1 Libraries: Township/school	Teacher made tests and/or projects.
1.2	The student will identify the complexity of human behavior and the socialization process upon the individual and society.	Show filmstrip	What is Sociology? (fs/c West)	Teacher made tests and/or projects.
1.3	The student will examine social behavior and issues in the light of existing evidence.	Students list issues and research current publications. Oral/ written reports.	Newspapers/periodicals	Teacher made tests and/or projects.
1.4	The student will identify social stratification as the layering of society into levels or strata, based upon class, presitge, and power.	Student to place himself/herself in a social class. Discuss this placement. Students rate occupations in order of presitge. Discussion as to rationale.	Text: Study of Human Relationships, Chapter 7 Teacher prepared material	Teacher made tests and/or projects.

ACTIVITY CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSME EVALUATION
	Unit II Meaning and Nature of Culture			
2.1	The student will describe that society must have means of transmitting knowledge, beliefs, and values.	Make collage, charts depicting values of American society. Oral reports on characteristics of American culture.	Text: Study of Human Relationships, Chpts. 2&3 School/Township Libraries	Teacher made tests and/or projects.
2.2	The student will explain the various contributions of other cultures to American culture and the impact of American culture around the world.	Show filmstrip. Discuss Library assignment - student to research an ethnic contribution to American culture. Guest speakers - contributions of ethnic/racial groups.	Search for Black Identity (fs/c East) U. S. Cultural Hermitage (f/c East) Cross cultural Approach (f/c North) School/Township Libraries Teachers in school Leaders of community ESL students	Teacher made tests and/or projects.
2.3	The student will explain the process through which cultural changes take place or are inhibited.	Research - study of the impact of change on a non-western culture. Show film. Discuss	National Geographics Mag. Masai Warrior (MP3-02624 Mercer Co. Film) Eskimos - A Changing Culture (MP-2-04403 Mercer Film)	

ACTIVITY/ CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT/ EVALUATION
	Culture Continued		Future Shock - (MP-3-10430 Mercer Co. America's Cultural Revolution (fs/c East)	
		Group work American Century - 19th/20th Show filmstrip. Discuss	School/Township Libraries Lifestyles and Roles (fs/c East) New Harmony (fs/c West) 7 Villages-Amana story (fs/c West) Amish (fs/c West)	
2.4	The student will explain the meaning of Ethnocentrism, its advantages, and disadvantages.	Survey of attitudes toward different people.	Teacher-prepared survey Primitive Cultures (FS/C - West)	
	Unit III Marriage and the Family			
3.1	The student will describe the family as it exists in different societies.	Show films and filmstrips discuss same.	Amish, the People of Preservation (MP 311267 Mercer Co. Film) Amish (c/f.s-West) Family Life - Kibbutz (MP-2-0-6122 Mercer Co. Film)	Teacher made tests and/or projects.

ACTIVITY CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT, EVALUATION
	Marriage and the Family Continued	Select any society and research for a brief paper or oral presentation. Deal with family structure, marriage customs.	Family of Free China (MP-2-00945 Mercer Co. Film) Family of Ghana (MP-3-00477 Mercer Co. Film) Family a Cross-culture Study (FS & C East) Text: Study of Human Relationships, Chapter 13 Life in Families -(Selected chapters - West)	Teacher made test and/or projects.
3.2	The student will describe the variations that occur in the forms of marriage.	Students develop a marriage contract.	Teacher will supply students with a simulation.	Teacher made test and/ or projects.
3.3	The student will analyze the changes in the American family because of the changes in the American society.	Show films and filmstrips. Discuss Poll students; how many times have you moved? Awareness Exercise: 5 minutes to write names of people in any area, any place, any time in history. (Must be dead) Select any woman who was important in her own right. Research for written or oral report.	Social Mobility in US. (f.s. West) Mobile Society (fs/c West) Kids Who Have Kids (c/fs West) The Women, Yes (Supplementary text) West - East Male/Female Stereotyping (slides/c. 2 parts West) Human Sexuality- FS- cassette (East) Male/Female Changing Life Styles (records/fs West) Women Today (c/f.s. West)	

ACTIVITY/ CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT EVALUATION
	Marriage and the Family Continued	Questionnaire on Working Mothers Select any society and examine the position of women. Brief paper or oral presentation. Poll students on attitudes toward the aged.	Families in Crisis (East) FS- cassette New American Woman (c/f. s. West) Women in Era of Change (fs-West) Changing Family (c/f.s. Nottingham) Generation under 25 (record/f.s/ West) Billie Jean King (MP-2-11696 Mercer Co.) Changing (MP -3-10611 Mercer Co.) Family of Strangers (MP-3-12076 Mercer Co. Womens' Changing Role (Instructional Aids R30 1,41I- West) Portrait of Grandpa Doc (MP-3-10326 Mercer Co. Film) Peegee (MP-3-10326 Mercer Co. Film) When Parents Grow Old (MP-2-06569 Mercer Co. Film) Gramp; A Man Ages and Dies - FS-c-East) Shopping Bag Lady (MP-2-11756 Mercer Co. Film) How Would You Like to be Old? (FS/C - West)	

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CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT EVALUATION
3.4	The student will discuss that there is little training or preparation for the complex reality of marriage.	Parents as models Expectations created by media-report on an ad, movie, TV Speakers-- Religious Marriage Counselors Show-film strip - cassette Discuss	Parenting (fs/c West) The Good Marriage: It Just Doesn't Happen (fs/c - East)	
3.5	The student will recognize the efforts being made to prevent family break-ups in the U. S.	Speakers--Family Counselor, Welfare Office, Child/Parent Abuse Center	Future of the American Family (r/fs West)	
	Unit IV Crime/Deviance			
4.1	The student will examine causes, effects, and prevention of criminal/deviant behavior.	Students to work out a list of deviant behavior. Rank same from least offensive to most offensive. Visit/Yardville, Bordentown Followup group work - create an imaginative prison Show films Show filmstrips/cassettes Discuss Same	The Big Rip Off (fs/c West) Violence in the Home (fs/c West) Crime and the Criminal (MP-3-02317 Mercer Co. Film) Rape, the Savage Crime (fs/ West) Day in the Death of Donny B. (MP-2-07751 Mercer Co. Film) Ninety-Nine Bottles of Beer (MP-2-03660 Mercer Co. Film) Text: Study of Human Realtionships Chapter 4 Delinquents and Criminals:Their Social World (selected chapters)	Teacher made tests and/or projects.

ACTIVITY/ CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT EVALUATION
	Crime/Deviance Continued		Child Abuse (f/s cassette East)	Teacher made tests and/or projects.
4.2	The student will list the community services available to criminal/delinquent and to his/her family.	Speaker: family counselor or Alcoholics Anonymous Covenant House Director (Runaways) Guest speaker	Alcoholics Annonymous Father Bruce Ritter - Covenant House, NY, NY Gamblers anonymous and auxilaries	
4.3	The student will explain ways by which delinquent juvenile behavior and adult criminal behavior are treated differently.	Visit court Speakers: juvenile judge police officer social worker Visit a juvenile shelter.	Ruben and Gangs (MP 2-12783 Mercer Co. Film) Rick File (MP-1-05303 Mercer Co. Film) Anchor House, Trenton, NJ	
4.4	The student will describe that our society tolerates, to a degree, certain forms of deviancy.	Panel Discussion on abortion Pro/Con Guest Speaker Panel Discussion Capital Punishment Panel Discussion (Euthanasia)	Pregnancy in High School (FS/c West) Right to Life - Phoebe (MP-3-1039 Mercer Co. Film) Changing views on Capital Punishment (fs/c West) Right to Die (16 mm film (Mercer Co. Film Library)	

ACTIVITY/ CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT EVALUATION
	Unit V Education			
5.1	The student will describe the functions of educational personal development, transmission of culture, and fostering social integration.	Brainstorming - purposes of education Group ranking of purposes Followup - discussion Brainstorming - social activities in the high school Group work - evaluation of activities Followup - discussion What can be done for greater participation? Brainstorming of various groups in the high school. Group work prepare profile Followup - discussion	Text: Study of Human Relationship - Chapter 14	Teacher made tests and/or projects.
5.2	The student will analyze and discuss the changes in the educational system in the U.S. and its impact on society: the changes in society and its impact on the educational system.	Group work - evaluate ones educational process negative & positive. Followup with suggested alternatives for negative aspects. Written reports - changes in U.S. education system	School/Township Libraries Current periodicals	Teacher made tests and/or projects.

ACTIVITY/ CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT EVALUATION
	Unit VI Religion			
6.1	The student will define the functions of religion on the individual and society.	Show film - filmstrips Discuss Panel discussion Student written reply - What is sin? Discuss Survey of students	Buddhism (fs/c East) Hinduism (fs/c East) Hinduism (MP 3-1086 Mercer Co. Film) Buddhism (MP 3-11406 Mercer Co. Film) Rabbi, priest, minister Text: Study of Human Relationships - Chapter 15 Teacher prepared	Teacher made tests and/or projects.
6.2	The student will identify how the changes in mores have had an impact on religion as an influential institution in society.	Show filmstrip and discuss Research and reports - Current religious conflicts throughout the world.	Roman Catholic Church Today (fs/c East) Protestant Christanity Today (fs/c East) Libraries - Township/ Schools	
	Unit VII Careers			
7.1	The student will identify career opportunities in Sociology	Show films and filmstrips Class discussion to follow each.	A Career in Social Sciences for you (MP-2-07310 Mercer Co.	

CODE	OBJECTIVE	SUGGESTED STRATEGIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT/ EVALUATION
	Careers Continued		Careers in Education (FS-S-00723 Mercer Co. Film Co.) Career in Lifestyles-Neighborhood Center Director (FS-S-00781 Mercer Co. Film) Careers in Community Service (FS-S-00727 Mercer Co. Film) Careers in Law Enforcement (FS-S-00819 Mercer Co. Film)	
		Guest Speakers	Social Worker Law Enforcement Officer Director of Neighborhood Center.	

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Hughes MacGill, Helen, ed. Delinquents and Criminals: Their Social World. Boston: Allyn and Bacon, 1970.

Hughes MacGill, Helen, ed. Life In Families. Boston: Allyn and Bacon, 1970.

Hecht, Marie B., et. al., The Women, Yes! New York: Holt, 1973.

GLOSSARY

Program Descriptions and Definitions

(1) Continuous Progress Plan: Life-long learning systematized non-graded curriculum and instructional system.

(2) Level: A segment of the Continuous Progress Plan at a level of skills difficulty and content interest and complexity appropriate to its students.

(3) Outcome: Intended outcome behavior, skill, and/or understanding after one has completed the experience at that level.

(4) Module: Organized segments of content, skills and values that unify the entire program and go across the entire program.

(5) Generalization: A level of complexity re: subject-matter; for example - content, images, terms, facts, concepts, generalizations, principles, laws, theories.

(6) Goal: A level of competency to be achieved upon completion of a module.

(7) Unit: The teaching-learning segment in the program; the actual unit activities to be performed; the parts of the modules.

(8) Unit Objective: Unit sub-set competencies of the module goals to be achieved by the student with the teacher's support and guidance.

(9) Unit L.A.P.: Learning Activity Packet describing Unit; Student Rule; Teacher Rule and Media Rule.

(10) Activity: Phase experiences for the teacher and/or the learner.

TEACHER COMMENT SPACE

Use this space to jot down ideas, projects that work or might work with a particular unit.

APPENDIX A

Program Design and Related Subject Matter Disciplines and Study Areas

K-12: Module	Social Science Disciplines	Related Study Areas
I. Individual Potential Development and Experiences on Spaceship Earth	Developmental Psychology Educational Psychology Social Psychology History Geography	Science Education Health Education English Education Fine Arts Education Physical Education
II. Group Potential Development and Experiences on Spaceship Earth	Social Psychology Sociology Anthropology Geography History	Mathematics Education English Education
III. Citizenship Potential Development and Experiences on Spaceship Earth	Sociology Political Science History Geography	Mathematics Education English Education
IV. Consumer Potential Development and Experiences on Spaceship Earth	Political Science Economics Business History Geography Psychology Sociology	Mathematics Education Business Education English Education
V. Career Potential Development and Experiences on Spaceship Earth	Economics Psychology Geography Sociology	Business Education English Education Mathematics Education
VI. Ecological Potential Development and Experiences on Spaceship Earth	Geography History Sociology Economics Political Science	Science Education English Education Mathematics Education
VII. Human Perspectives Development	History Anthropology	All Human Enterprise: Business Education Mathematics Education English Education Science Education Fine Arts Education Music Education Home Economics Education Industrial Arts Education etc., etc., etc.

APPENDIX B

Social Studies - Related Careers

Postal Clerk
Urban Planner
Sociologist
Social Agency Worker
Politician
Lawyer
Psychologist
Hospital Aide
Nurse
Foreign Service Officer
School Administrator
Teacher
Teacher Aide
Police Officer
Anthropologist
Fire Fighter
Medical Technician
Doctor
Architect
Clergy
Librarian
Banker
Economist

CAREER EDUCATION COMPONENTS GRADES 9 - 12

APPRECIATIONS AND ATTITUDES	SELF-AWARENESS	DECISION MAKING	EDUCATIONAL AWARENESS	OCCUPATIONAL AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
GRADE 9 RELATE ATTITUDES AND AWARENESS TO SPECIFIC OR RELATED CLUSTERS.	BUILD REALITY AWARENESS PERCEPTION OF "WHERE I AM COMPARED TO WHERE I WANT TO BE".	ANALYZE AND REFINE PREVIOUS CAREER DECISIONS BASED ON COUNSELING, WORK EXPERIENCE AND ALL AVAILABLE INFORMATION.	DETERMINE A TENTATIVE PERSONAL SCHEDULE TO ACQUIRE NECESSARY AND DESIRED SPECIAL SKILLS.	BASED ON UNDERSTANDING OF INTERESTS VALUES AND ABILITIES STUDY CAREER CLUSTERS, SURVEY COURSES IN CAREER CLUSTERS.	UNDERSTAND THE TOOL OF BUSINESS: READ AND INTERPRET TABLES, GRAPHS, AND CHARTS USED AS A CONSUMER.	MATCH NECESSARY SKILLS AND PROCESSES WITH SELECTED CAREER CLUSTERS.	UNDERSTAND THE SKILLS NECESSARY TO ACQUIRE, MAINTAIN, AND PROGRESS IN EMPLOYMENT.
GRADE 10 UNDERSTAND THE IMPORTANCE OF ALL CAREERS AND THEIR CONTRIBUTION TO SOCIETY.	RELATE PERSONAL VALUES AND INFLUENCE OF OTHER'S VALUES ON CAREER CHOICES.	SELECT A CAREER CLUSTER FOR IN-DEPTH ANALYSIS.	ACQUIRE SPECIAL SKILLS NEEDED FOR PREDICTED OR DESIRED LIFE-STYLE.	EXPLORE THE CAREER CLUSTERS IN DEPTH BASED ON INTERESTS, VALUES, AND ABILITIES. GAIN PLANNED WORK EXPERIENCE.	RELATE LEGAL AND FINANCIAL CONSIDERATION TO CAREER CLUSTERS IN GENERAL.	MATCH INDIVIDUAL ABILITIES AND INTERESTS WITH SKILLS AND PROCESSES NEEDED IN CAREER CLUSTERS.	DEVELOP PERSONAL AND SOCIAL INTERACTION SKILLS RELATED TO IN-DEPTH STUDY OF ONE CAREER CLUSTER.
GRADE 11 MAKE A COMMITMENT TO THE SELECTION OF A CAREER BASED ON INDIVIDUAL ATTITUDES, VALUES AND EDUCATION.	MODIFY AND/OR ACCEPT DIFFERENCES BETWEEN THE INDIVIDUAL'S PERSONAL VALUES AND THE INFLUENCE OF OTHERS ON CAREER CHOICES.	CHOOSE A TENTATIVE CAREER.	ASSESS AND IMPLEMENT A PERSONAL PLAN TO OBTAIN THE NECESSARY OR REQUIRED SPECIAL SKILLS.	IDENTIFY NECESSARY ABILITIES REQUIRED IN SELECTED CAREER.	UNDERSTAND THE RELATIONSHIP OF LEGAL AND FINANCIAL CONSIDERATIONS TO A SPECIFIC CAREER CLUSTER AND PERSONAL AND FAMILY MATTERS.	DEVELOP SKILLS BASIC TO THE CHOSEN CAREER CLUSTER.	DEVELOP EMPLOYABILITY SKILLS NECESSARY FOR THE ANTICIPATED JOB. PLAN ALTERNATIVES FOR JOB PLACEMENT.
GRADE 12 UNDERSTAND THE TASKS REQUIRED WITHIN CHOSEN JOB CLUSTER(S) AND DEVELOP THE SPECIFIC SKILLS NEEDED.	DEVELOP SELF CONFIDENCE IN ANTICIPATED CAREER CHOICE.	BE AWARE THAT CAREER DECISIONS ARE FLEXIBLE AT THE EXPENSE OF TIME, EFFORT, AND MONEY.	PLAN THE ACQUISITION OF THE NECESSARY SKILLS REMAINING FOR A CHOSEN LIFE-STYLE.	REASSESS ABILITIES, INTERESTS AND ATTITUDES ACCORDING TO SELECTED CAREER AND LIFE-STYLE. DETERMINE FURTHER REQUIREMENTS NEEDED.	UNDERSTAND THE FINANCIAL AND LEGAL INSTRUMENTS THAT GOVERN AND PROTECT THE WORKER. RELATE THIS TO VARIOUS ROLES ASSUMED IN THE ECONOMY.	MASTER THE SKILLS BASIC TO CHOSEN CAREER CLUSTER AND DEVELOP SKILLS RELATED TO A SPECIFIC JOB.	EXPLORE AT LEAST THREE ALTERNATIVES FOR JOB PLACEMENT THROUGH WORK EXPERIENCE.